

EDC Methods Unit Plan (preview)[Close Window](#)

Purpose: Effective teaching calls for planning of initial ideas for learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. Developing an instructional unit provides candidates with an opportunity to demonstrate their ability to do long term instructional planning for a group of students. Your instructional unit should focus on a broad theme and the content covered should be appropriate to your certification area.

Process: This process is guided by your program instructor and your cooperating teacher. Please establish lines of communication early and consult with them frequently.

1. Begin by selecting a unit topic you intend to teach to a class during your student teaching/internship. Your topic should be based on the curriculum requirements for your grade level. Remember, your plans, like any draft, are always subject to change. Decide upon a topic that would be appropriate to address during the student teaching semester with your cooperating teacher/supervisor.
2. Select the specific content and goals for the unit. What do you want your students to know and be able to do at the completion of the unit?
 - a. Your unit must reference appropriate content and standards for the topic and academic level of the students, including appropriate grade level/span expectations.
 - b. It should represent a cohesive set of lessons that include the introduction and development of ideas, skills, and concepts in the content area as well as other curriculum areas (if applicable). Length of time for the unit is specific to your certification area.
3. This unit should include:
 - a. A summary of the unit and its relevance to your students
 - b. All lessons required to teach the unit including assessments
 - c. A summative evaluation of student learning

Product: The unit should include the following:

A summary - Write a one-page summary explaining why this is an appropriate theme and topic for the children you will be teaching. Be sure to address the following:

- grade level requirements (curriculum) (RIBTS 2.1, 2.2, 7.4)
- developmental appropriateness (RIBTS 3.1, 4.1, 4.2, 4.4)
- RIBTS and content standards (2.1, 2.2, 7.4)

Unit goals - These goals should drive the planning process for your unit. Goals should describe what you hope to accomplish by the end of the unit. (RIBTS 1.2, 2-all, 4.2)

Develop unit lessons- You need to develop a sufficient number of lessons for a unit to cover the required instructional period. These lessons should address the following:

- content and procedures that reflect an understanding of the subject and skills being taught with references to professional content standards as well as state standards (RIBTS 1 & 2)
- lessons that help students develop higher cognitive skills (RIBTS 5)
- lessons that reflect respect for the diversity of learners in regards to development, motivation, culture and language (RIBTS 3)
- curricular modifications or adaptations to meet the needs of individual learners (RIBTS 4)
- varied formal and informal authentic assessments of student learning, including student self-assessment (RIBTS 9)
- the use of technology to support student learning (RIBTS 2)
- collaboration with colleagues, home, and community (RIBTS 7)
- appropriate references to support the content with clear credit given for resources used to develop the unit (RIBTS 1)

A culminating assessment (RIBTS 9) - Assess the knowledge and skills of your students gained as a consequence of the unit.

Students must achieve a 3 or better on every rubric element in order to successfully complete this critical performance.

Check Performance Levels

Type in Points

Element	Levels of Performance					
1. Clear evidence of relevance to the school curriculum and grade level/span expectations. (RIBTS 1.2, 2.1, 2.2, 7.4)	Well Above the Standard (5): Clear evidence of relevance to the school curriculum and grade level/span expectations. (RIBTS 1.2, 2.1, 2.2, 7.4).	Above the Standard(4): Evidence of relevance to the school curriculum and grade level/span expectations is provided.	Meets the Standard(3): Some evidence of relevance to the school curriculum and grade level/span expectations is provided.	Approaches the Standard (2): Little evidence of relevance to the school curriculum and grade level/span expectations is provided.	Does Not Meet the Standard(0-1): Lacks evidence of relevance to the school curriculum or grade level/span expectations is provided.	
2. RIBTS and/or Content Standards	Well Above the Standard (5): RIBTS and Content standards specifically and clearly addressed throughout the unit. (RIBTS 1.2, 2.1, 2.2, 7.4)	Above the Standard(4): RIBTS and Content standards addressed throughout the unit.	Meets the Standard(3): RIBTS and Content standards mostly addressed throughout the unit.	Approaches the Standard (2): RIBTS and/or content standards inconsistently addressed throughout the unit.	Does Not Meet the Standard(0-1): RIBTS and/or content standards are not addressed throughout the unit.	
3. Goals Cover Content	Well Above the Standard (5): Goals are accurate, provides a variety of explanations and representations, provides access to different points of view, and is relevant and purposefully related to students' lives. (RIBTS 1.2, 2.1, 2.6, 2.4, 4.2)	Above the Standard(4): Goals are sufficient to cover content and address the cognitive, social and personal needs of students in relation to theme(s), standards, and concepts to be addressed in the unit.	Meets the Standard(3): Goals are sufficient to cover content and address the cognitive, social and personal needs of students in relation to theme(s), standards, and concepts to be addressed in the unit.	Approaches the Standard (2): Goals are insufficient to cover content and address the cognitive, social and personal needs of students in relation to theme(s), standards, and concepts to be addressed in the unit.	Does Not Meet the Standard(0-1): Lacks goals or goals do not address content, and cognitive, social and personal needs of students.	
4. Content	Well Above the Standard (5): Content is accurate, provides a variety of explanations and representations, provides access to different points of view, and is relevant and purposefully related to	Above the Standard(4): Content is accurate, provides a variety of explanations and representations; provides access to different points of view, and is relevant.	Meets the Standard(3): Content is accurate and relevant. Explanations and representations are provided. Some opportunities are provided to access different points of view.	Approaches the Standard (2): Content may not be accurate or relevant. Explanations and representations are inconsistently provided. Few opportunities are provided to	Does Not Meet the Standard(0-1): Content is inaccurate or irrelevant. Explanations and representations are not provided. No opportunities are provided to access different points of view.	

	students' lives. (RIBTS 1.2,2.1, 2.6, 2.4, 4.2)			access different points of view.		
5. Prior knowledge, motivation and interest	Well Above the Standard (5): Prior knowledge, motivation and interest are clearly addressed. (RIBTS 4.2, 4.4, 9.1)	Above the Standard(4): Prior knowledge, motivation and interest are addressed.	Meets the Standard(3): Prior knowledge, motivation and interest are addressed throughout most of the unit.	Approaches the Standard (2): Prior knowledge, motivation and interest are inconsistently addressed.	Does Not Meet the Standard(0-1): Prior knowledge, motivation and interest are not addressed.	
6. Needs of Students	Well Above the Standard (5): The needs of all students are considered, lessons are developmentally appropriate, and accommodations are explicitly cited. (RIBTS 1.1, 3.2, 3.3, 4.1, 4.3, 4.4, 6.2, 6.4, 7.1, 9.1)	Above the Standard(4): The needs of students are considered, lessons are developmentally appropriate, and accommodations are cited.	Meets the Standard(3): The lessons are developmentally appropriate.	Approaches the Standard (2): Most lessons are developmentally appropriate.	Does Not Meet the Standard(0-1): Lessons are not developmentally appropriate.	
7. Technology Use	Well Above the Standard (5): Use of technology by the teacher and students is integral for student learning of content and skills.(RIBTS 2)	Above the Standard(4): Use of technology by the teacher and students is appropriate for student learning of content and skills.	Meets the Standard(3): Use of technology by the teacher is mostly appropriate for student learning of content and skills.	Approaches the Standard (2): Use of technology by the teacher is somewhat appropriate for student learning of content and skills.	Does Not Meet the Standard(0-1): No technology is used.	
8. Use of Materials & Resources	Well Above the Standard (5): Materials and resources are comprehensive, accurate, and useful in representing all ideas and concepts; they support active engagement of students. (RIBTS 2.3, 6.3)	Above the Standard(4): Materials and resources are accurate and useful in representing ideas and concepts; they support active engagement of students.	Meets the Standard(3): Materials and resources are accurate in representing ideas and concepts.	Approaches the Standard (2): Some materials and resources may be inadequate to represent ideas and concepts.	Does Not Meet the Standard(0-1): Materials and resources are inadequate to represent ideas and concepts.	

9. Cognitive and Performance Skills	Well Above the Standard (5): Multiple opportunities to extend beyond factual recall and challenge students to develop higher level cognitive and performance skills are provided. (RIBTS 5.1, 5.2, 5.3, 5.4, 5.5, 8.1)	Above the Standard(4): Opportunities to extend beyond factual recall and challenge students to develop higher level cognitive and performance skills are provided.	Meets the Standard(3): Opportunities to extend beyond factual recall and develop cognitive and/or performance skills are provided.	Approaches the Standard (2): Opportunities to extend beyond factual recall and develop cognitive and/or performance skills are inconsistently provided.	Does Not Meet the Standard(0-1): Opportunities to extend beyond factual recall and develop cognitive and/or performance skills are not provided.	
10. Assessment Strategies	Well Above the Standard (5): Designs a variety of authentic, developmentally appropriate assessment strategies; makes assessment criteria accessible to students; a plan to share the results of the assessments with students is provided. (RIBTS 9.2, 9.4)	Above the Standard(4): Designs authentic, developmentally appropriate assessment strategies; makes assessment criteria accessible to students; a plan to share the results of the assessments with students is provided.	Meets the Standard(3): Designs developmentally appropriate assessment strategies; makes assessment criteria accessible to students.	Approaches the Standard (2): Designs some developmentally appropriate assessment strategies.	Does Not Meet the Standard(0-1): Assessment strategies are not developmentally appropriate or are insufficient to access the goals of the unit.	
11. Spelling & Grammar	Well Above the Standard (5): Contains no spelling or grammar errors; clear organization, appropriate use of professional vocabulary and standard written English are apparent.	Above the Standard(4): Contains few spelling or grammar errors; clear organization, appropriate use of professional vocabulary and standard written English are apparent.	Meets the Standard(3): Clear organization with some errors in spelling, grammar or vocabulary, standard written English is apparent.	Approaches the Standard (2): Disorganized and/or many errors in spelling, grammar or vocabulary; standard written English is apparent.	Does Not Meet the Standard(0-1): Disorganized and/or many errors in spelling, grammar or vocabulary; deviates from standard written English.	
12. Would you recommend this student for student teaching based on the above rubric?						

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